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ABSTRACT

The booklet describes the Micro-Social Preschool Learning System for children from poor migrant families in Vineland, New Jersey. Of the population of 50,000, approximately 20% is Puerto Rican, 10% Appalachian white, and 7% black. Language objectives of the program are to develop the ability to speak and understand 2,000 basic words in English (the speech pool required for effective performance in first grade) and to develop in children the ability to read at least 300 of the words spoken and understood. The behavioral objectives for social skill development are for the children to acquire (1) skills in getting along with each other in performing learning tasks, with mutual goals and skills in interacting easily with adults, and (2) feelings of satisfaction in achieving goals and a willingness to maintain involvement in tasks until some goal has been reached. Based on pretests, the average IQ of children in the program is 71.5; therefore, an additional goal is to raise the IQ's of the children. (EJ)

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Model Programs

Childhood Education

The Micro-Social Preschool Learning System

Vineland, New Jersey

A program for preschoolers from poor migrant families stresses development of language and behavioral skills and raises IQ's

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FOREWORD

This booklet is one of 34 in a series of promising programs on childhood education prepared for the White House Conference on Children, December 1970. The series was written under contract by the American Institutes for Research for the Office of Economic Opportunity, and the Office of Child Development and the Office of Education, U.S. Department of Health, Education, and Welfare.

Within the broad area of childhood education the series includes descriptions of programs on reading and language development, the disadvantaged, preschool education, and special education. In describing a program, each booklet provides details about the purpose; the children reached; specific materials, facilities, and staff involved; and other special features such as community services, parental involvement, and finances. Sources of further information on the programs are also provided.

A renovated supermarket at the corner of Elmer Street and West Boulevard in Vineland, New Jersey, has become the Micro-Social Learning Center, the site of a preschool program that emphasizes training in language and behavioral skill development rather than mere day care. The program is a State-sponsored demonstration project made possible through title I of the Elementary and Secondary Education Act, funded by the U.S. Office of Education. Also cooperating in the program are the Vineland Public Schools, which furnishes the teachers and the children, and Dr. Myron Woolman, director and designer of the program, who consults and provides all the materials and equipment.

LOCALE

Vineland is an old, poor community located about 120 miles southwest of New York City. Migrant camps are situated on the outskirts of town, and most families are in the low-income bracket, with an average annual income about 10 percent below the national average. At one time Vineland was known as the poultry and egg capital of the East, but poultry and egg production is no longer profitable. A food processing plant, two mental hospitals, and small businesses provide jobs for some of the town's 50,000

people, but many commute to surrounding cities and towns. Almost 20 percent are Puerto Rican; almost 10 percent, Appalachian white; and about 7 percent, black.

PROGRAM TO SERVE POOR CHILDREN

The program at the Micro-Social Learning Center is operating specifically to prepare children of poor families in the community for the public schools. Most of these children have grown up in homes where, even if English is spoken, little interaction and communication take place. School comes as a cultural shock to these children. To be accepted in the program at Vineland's Micro-Social Learning Center, which is presently designed to serve 180 children (90 in a 2 1/2-hour morning session and another 90 in a 2 1/2-hour afternoon session), children must be from poverty families (preferably migrant) and be between 3 1/2 and 6 years of age. In May 1969 when the center opened, the eligible children of all parents who had signed up were accepted and registered by the Vineland Public Schools, a total enrollment of 180.

Based on pretests, the average IQ of the children in the program is 71.5. Half of the children are Puerto Rican and speak Spanish, and 25 percent are black and speak in a black dialect.

Most are poor; and when the program began, many were hostile and aggressive and could not speak English. Both their social and language skills needed development.

LANGUAGE AND SOCIAL SKILLS ARE STRESSED

The experimental program at the Micro-Social Learning Center is concerned with improving both the behavior and the language of the children as a way of preparing them for later school experiences and for success in our society. The Micro-Social Preschool Learning System, aimed at meeting first-grade standards in existing schools, is built on several assumptions, one of which is the "Life Simulation Assumption":

> The classroom is perceived as a simulator for the development of transferable responses to the home, community, and next life stage.[1]

In the classroom the children make these responses; and it is felt that the greater the number of responses, the greater the

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[1] *Survey of Preschool/Day Care Programs for Child Development/ Day Care Handbook.* New York, N.Y.: Myron Woolman, Inc., p. 1.

learning rate. Basically the microsocial classroom is designed to increase the number of responses made by children during a day. The major hypothesis behind the experimental program is that language and social skill development will accelerate in a microsocial classroom.

The program designer feels that upward mobility in our society is limited to those who have facility with language. The "Language Learning Assumption" behind the program is:

> Language learning will occur only to the degree that it produces meaningful goals with less energy expenditure than non-language behaviors.[2]

Teachers are encouraged to interact continually with children to get verbal responses and to emphasize speech as a way of satisfying needs. The two language objectives for the program are to develop in the children:

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[2] *Ibid*, p. 3.

1. The ability to speak and understand 2,000 basic words in English (the speech pool required for effective performance in first grade)
2. The ability to read at least 300 of the words they can speak and understand

Social skill development is also important in the program. Dr. Woolman feels that people are basically social and that a person's self-image depends on how others respond to him. Learning in interaction with others, he feels, is more efficient than learning alone. Thus, children in the Micro-Social Learning Center spend most of their time working in pairs. The two behavioral objectives for the program are for the children to acquire:

1. Skills in getting along with each other in performing learning tasks with mutual goals and skills in interacting easily with adults
2. Feelings of satisfaction in achieving goals and a willingness to maintain involvement in tasks until some goal has been reached

A CLASSROOM THAT IS BOTH STRUCTURED AND UNSTRUCTURED

The language and behavioral skills are developed in a microsocial classroom designed to be a microcosm of the outside world. The classroom is divided into a modular area and a life simulator area by a glass dividing wall. In the modular area each child works with a partner and pursues very structured activities, while the activities in the life simulator space are more unstructured and expressive. This division of the classroom is based on the "Structured-Unstructured Assumption":

> Learning systems function most effectively when there is (1) an organized and structured learning sub-system to insure input of the information mass and (2) a loose unstructured self-expressive component which provides opportunities to utilize, manipulate, and interrelate what has been learned in a manner which functions for self-perceived goals.[3]

There are three of these microsocial classrooms in the Center. Each classroom contains five modules, or circular tables, each painted a different color and designed to accommodate three pairs of students. Thus, 30 children can work in the classroom at a

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[3] *Ibid*, p. 3.

time and move from module to module as they progress in their work. Other innovative equipment includes a circular clothing unit, heavy four-sided easels, blocks requiring at least two children to move, and two demimodules, each with space for two children to work. Also in the classroom are a magnetic board on which the children keep track of their progress, and cubbyholes providing space for the children's books and coded with the same colors as the modules. All this equipment has been patented by Dr. Woolman. Along one wall is a one-way observation window that allows parents and visitors to observe but not distract the children. Each room is well lighted, carpeted to muffle the sounds of the children's movement from module to module, and air conditioned for year-round comfort during the 12-month school year.

THE TEACHER "ORCHESTRATES"

Each microsocial classroom has a teacher, a teacher aide, and a parent aide. The teacher has been described as the director of the classroom choreography and "orchestrator" of the class. Her job is to keep the flow of students through the modules running smoothly and to direct the aides. In order to develop self-confidence and independence in the children, she minimizes the amount of help she gives them. She has absolute authority in the

classroom but is not allowed to change the system. Since the program is so highly structured and detailed, it can be taught by any literate adult.

The State of New Jersey sends personnel to the Center and requires it to have at least two certified teachers. If the personnel are unable to fit into the system, the Center has the option of sending them back. Dr. Woolman's only requirement is that teachers be able to conceptualize and adjust to the system.

Currently there are four teachers at the Center, one of whom is the manager. Each month these four teachers rotate their positions, including that of manager. Thus, the teachers move just as the children do and are responsible together for making the system work. Bilingual teacher aides are preferred, and currently there are one black and two Puerto Rican aides. One teacher summed up how the children relate to the adults: "Their relationship to the teacher and aides is a very interesting and unique one. They seem to regard the adult . . . in charge as a resource person to turn to for instruction or explanation."

Teachers at the Center are required to have 3 weeks of training. The first 2 weeks are spent discussing the philosophy and learning theories behind the system and individually programed instruction. Manual workbooks are used, consisting of 59 learning units and accompanying questions. These learning units familiarize the teachers with the system, the content of the program, the materials and equipment used, and their roles. During the third week of training six children are brought into the system each day until the capacity of 30 is reached. The teachers change roles every hour so that each practices being not only teacher but also teacher aide and parent aide.

Teachers have as many as three meetings per week to become familiar with new materials being intorduced into the curriculum and to discuss any special problems. As "orchestrators" of the movement in the classroom, they try to maintain a relaxed atmosphere as the children involve themselves in the stories, games, and activities requiring language and behavioral skills.

Behavior is controlled mainly by the organization of the classroom space. The modules are so patterned as to enable the

CHILDREN PROGRESS AS PARTNERS

children to see their progress as they move from module to module--red to green to yellow to blue to white, and back to red again. Each time the children complete a certain amount of work they move. They begin to see the next colored module as the goal and their movement as upward mobility and a reward for success. However, the children never move individually; they move as pairs. Each pair has one of the three sections of a module; one child sits at the square, the other at the triangle. Before the children can move, *both* children must pass the required work with 100 percent proficiency. If one child in the pair can't perform, *both* must go through the work again. The emphasis is on mutual social purpose; it is in the self-interest of each child to help the other child learn. As one teacher wrote, "They are very understanding and do show concern if (their) partner isn't responding to work or not doing as he was told to do. Sometimes they'll say, 'Now if you can't do it I'll help.'" Pairing with an English-speaking child has also appeared to help the Puerto Rican child. One teacher said, "Good working relationships with English-speaking children have developed. Often I hear them saying, 'Say it in English to me.'"

If there is no space for the children who are ready to move at the next module, they can move to a demimodule, which holds four children, or to the life simulator space. However, it is not always the same two children who move together. So that they don't become too dependent on one another, partners are changed frequently--at least once a week and sometimes several times a day. The teacher is responsible for controlling and orchestrating this movement.

WORK AT THE MODULES IS STRUCTURED

The actual work that the children do at the modules is very structured and consists mainly of paired work in language learning books. Before they begin working in these books, the teacher or teacher aide reads a storybook containing the goal words they will be working with. A section from *Mike the Curious Mole*, the storybook used to introduce colors, goes like this:

> Mike thought, "I want to go somewhere where there is some
> light,
> Where some things are black and some things are white,

Where some things are red and some things are green.
I want to see colors that I've never seen."[4]

Each page in the storybooks has Spanish translations of the underlined words (those underlined twice are goal words; those underlined once are additional, related words) and special instructions telling the teacher or aide how to help the Spanish-speaking children understand. After the storybook has been read, the children work in pairs on their language learning books. Part of the work on each page is done by the partner who is a square; the other part is done by the partner who is a triangle. A square or a triangle is printed before the row that each child is to complete on the page, and they exchange books frequently.[5]

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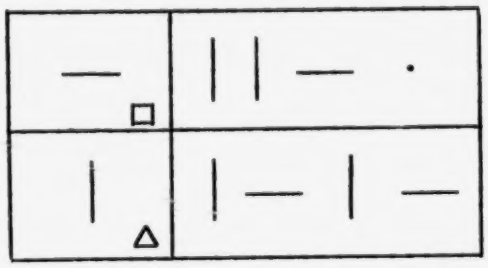
[4]*Mike the Curious Mole*, p. 3. New York, N.Y.: Myron Woolman, Inc., 1969.

[5]A sample page of a language learning book appears opposite.



Picture directions, called ideographs, tell the children how to proceed with their work, thereby increasing the number of responses they can make and enabling them to work more independently. Each ideograph is a small picture or symbol. For example, a picture of an astronaut with his hand up means that the child should wave his hand. Other ideographs he learns signal him to trace a shape, color a picture, trade books with his partner, point, ask, answer, turn the page, follow the dots, color a circle, draw a line, draw a triangle, draw a square, print, and change modules.

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CHILDREN LEARN WORDS RELATED TO THEMSELVES AND THEIR WORLD

The content of what the children learn from their language learning books in the preschool phase of the program is mainly related to behavior and to speech, with some reading woven in. In the "speech pool," words about the following subjects--or segments as they are called--are taught, the segments moving from the child himself outward to his world:

- Common forms--shapes and colors
- Body parts
- Food
- Household--clothing, family, and related objects
- Nature--plants, animals, and weather
- Community and classroom
- Other lands

The common forms segment is used to teach the "behavior pool," which stresses interactions between children and the procedures of the microsocial classroom. In this segment the children learn how to work with a partner, how to move from module to module, and how to follow the ideographs. At the same time they learn words

related to lines, shapes, and colors. Letters are introduced as ways to combine lines, and each child learns to print his name.

Each new segment is introduced with a storybook containing all the goal words for the entire segment; then the children work on the accompanying language learning books. For each goal word that names an object, the children must also learn the function of the object. The five levels that the children go through for every goal word in the speech pool are: (1) the contextual association level in which they learn to pronounce the word, (2) the discrimination level in which they learn to select an illustration for the word, (3) the identification level in which they learn to pair an illustration with a word, (4) the functional association level in which they learn to relate the goal word to a function, and (5) the functional (or audial) meaning level in which they learn to select the appropriate function for a given object and vice versa. Thus, the children develop meaningful speech by moving from the pronunciation of a word (as learned from the teacher or aide when she reads the storybook) to an understanding of the word--the object it represents and the function of the object. For example, for the word *eye*, the children would be able to pronounce the word and also know that an eye is a part of the body

used for seeing. At the end of the speech pool, a child should be able to speak and understand 2,000 words (enough to succeed in first grade) and to read 50 of these words.

THE PROGRESSIVE CHOICE READING METHOD

Reading instruction is first begun in the body parts segment. Here the letters *O*, *T*, and *P* are introduced, and the children learn to recognize TOP as the position of the head. The method used to teach reading in the microsocial classroom is the Progressive Choice Reading Method. The objective of this method is to teach a child to read at an optimum rate without confusing him. Therefore, in the preschool phase of the reading program the child only works with upper case letters, he is exposed only to the phonetic sound for a letter, and he does not learn the alphabetical names for letters. By reducing the number of choices and the probability of error for the child, the stability of the learning situation is increased, thus simplifying the process of learning to read. As the reader becomes more proficient, then the learning situation becomes progressively more complex (more and more elements are woven into the learning lattice). Phonetically consistent combinations of letters, alternative sounds for letters,

lower case letters, and cursive writing are not introduced until the first- and second-grade phases of the program.

This system views the reading process as a system of decoding the visual forms that represent speech. The child first learns to understand a word orally and then learns to associate the same meaning with the word as presented visually. Each reading segment teaches two or three letters and has five successive learning levels: (1) the audial meaning level, (2) the discrimination level in which the children learn to discriminate the letters, (3) the identification level in which they learn to identify the sound associated with each letter, (4) the compounding level in which they learn to blend sounds when shown various letter combinations, and (5) the visual meaning level in which they learn to use meaningful words to complete given sentences. When the child is able to get the same meaning from the oral and visual presentation of a word, then the essential meaning loop is completed.

GETTING FEEDBACK

To evaluate how well the children are proceeding through the various levels in the speech and reading pools, the teacher gives checkout tests to pairs of children. Since one of the assumptions underlying the system is that learning systems must provide rapid

feedback, the teacher comes promptly whenever the children wave their hands for a checkout. And since anxiety increases error rate, the teacher indicates what the child did correctly and then corrects errors without showing emotion or annoyance. The checkout tests associated with each segment are designed mainly to increase the children's self-confidence and not to threaten them. Partners also learn to check each other's work; and as children advance through certain material, they are allowed to become monitors and to spend about 20 percent of their time helping other children with work they have already completed.

WORK IN THE LIFE SIMULATOR SPACE IS UNSTRUCTURED

After the children have mastered a certain amount of work in their structured language learning books at the modules, they go to the life simulator space where the activities are more unstructured but still often correlated with what they have learned abstractly at the modules. In their language learning books they have seen things pictured in two dimensions; in the life simulator space they might work with these things in three dimensions. For example, the child might be told, "You saw a necklace in your book; see if you can make one." The children spend about 25 percent of their time in the life simulator space using puppets.

puzzles, and plastic models; playing games; singing songs; doing arts and crafts activities; playing house; and manipulating blocks.

The life simulator space is divided into three sections--the simulator room, the art room, and the free time room. The simulator room contains materials, games, and activities related to the children's language learning books. The teacher or aide sets up the activity for the children, makes sure they understand what to do and how it is related to their work at the modules, and then leaves them alone to work. In the art room the children work individually or as partners at the easels. On their easel pads they complete pictures that are partially outlined for them with broken or dotted lines; these pictures are correlated with material they are learning at the modules. The children are also encouraged to draw additional pictures on their own. For example, after hearing the storybook *Mike the Curious Mole*, some children painted a mural showing their feelings about Mike. In the free time room the children are free to choose their own toys and play independently. The only requirement is that they tell the teacher what they plan to do. Thus, planning, personal independence, and

verbal skills are important in the free time room. A child is allowed to go to the free time room after he completes a specified amount of work.

GYM AND SNACKS

As the children move from module to module and to the life simulator space, their movement has been described as "a trip around the classroom." However, their activities are not limited to the classroom. Each day they go to the gymnasium for 20 minutes, where they participate in movement activities and play games related to what they've learned in the classroom. Also each day a snack is placed out on two simulator blocks in the classroom, and each child comes up and takes his snack when he finishes the page he's working on. Social skills are also emphasized during snack time. If a child takes too much milk or too many cookies, the teacher or aide simply states, "If you take too much, there won't be enough for everyone."

THE LGIF METHOD OF DISCIPLINE

The approach to discipline in the classroom requires the teacher and aide to use this same calm tone. A child is neither punished nor scolded; a child exhibiting antisocial behavior is

separated from his peers for a while and is asked a series of four unemotional questions that are printed on a card called a Learner Guidance Interview Form (LGIF). These questions are:

1. Do you know why you're here?
2. Do you know what to do in the room with your teacher?
3. Do you want to stay here or go back?
4. Do you know what to do?

The child's answers are recorded on the card, which is then filed. The first time a child misbehaves he sits for 3 minutes in a chair along the wall and the teacher aide interviews him. The second time he sits in a chair by the door for 5 minutes and the teacher interviews him. The third time he is removed completely from his peers and sits for about 7 minutes in the Center manager's office where the Center manager interviews him. If the behavior should occur again, the same procedure is started again.

The LGIF is only used for antisocial behaviors such as destroying property, stealing, bothering others, threatening or attacking others, being obstinate, being aggressive, screaming, running, and spitting with aggression. A nonaggressive act such as urinating

in pants, talking, questioning, or moving excessively, daydreaming, swearing, and walking around is ignored, but 10 minutes after the act stops, the teacher goes to the child and praises some aspect of his work (ignoring one behavior and reinforcing another). By using these same structured methods of dealing with behavior problems, the teacher spends little time as a disciplinarian. And the methods seem to work. As one teacher wrote, "The LGIF has proven to be a very effective method in calming the aggressive child without using force or a more threatening method." And as another teacher said, "The LGIF form has settled the group down."

When the children first came to the Center, many *did* need settling down. Generally they were from homes in which an inconsistent punishment system was used. They were yelled at for doing both the right and the wrong things. Many of the children were emotionally upset, and there were highly impulsive children, openly hostile children, kickers, biters, screamers, and crawlers. However, great improvements in behavior were noted by the end of the second month in the program. The consistency of the discipline methods allowed the child to know what would happen to him and perhaps prevented the buildup of tension that originally caused the problems.

PARENTS ARE ENTHUSIASTIC

In addition to having an impact on the children, Micro-Social Learning Center has an impact on parents. Children also act as "catalysts" in stimulating the parents. Parents are encouraged to observe their child in the classroom and to be parent aides, working one day each month. Actually being in the classroom helps them understand the system and their child's role in society. Their duties include making sure the children are kept busy as they wait for a checkout test, helping prepare the snack, working in the life simulator space, and helping on field trips. There are also monthly meetings for the parents.

Generally parents are enthusiastic about the program and have reported more alertness in their children. Teachers indicate too that both the behavioral and language objectives of the program have been met. One teacher commented, "I see a greater amount of sharing, helping each other, and verbal exchanges as progression is made in our program." The New Jersey State Commissioner of Education called the program "an IQ stimulator."

PRELIMINARY FINDINGS INDICATE AN IQ GAIN

But what does the more objective data indicate about the success of the Micro-Social Learning Center? While the results

available are still preliminary, there are indications of its effectiveness. Before a child enters the system, he is pretested by the Vineland Public Schools and given the Wechsler Bellevue Children's Intelligence Test (WISC), the Draw-A-Man, and the Peabody Scale. Since two objectives of the program deal with behavioral skills, the experimental plan called for obtaining measures of social interaction for groups and for individual children. However, no data are currently available concerning the social adjustment of the children. Preliminary data concerning the mental development of the children are available, however, and are encouraging. The WISC was given to the entering students in June 1969 and to a 25 percent sample in January 1970. For all children in the sample of 30 there was a mean gain in IQ of 12.93. For the 15 children in the low pretest range the gain in IQ was almost 3 times that of the gain for the 15 children in the high pretest range. However, since these data are from only part of the sample and are not compared with data from controls, the findings are awaiting verification.

COST Cost is related to the number of children in the program and to the type of community. Setting up a program in a community that

needs more community preparation would be more expensive than setting one up in a stable community. The cost of materials alone is about $110 per child per year. The start-up costs for the first year in a community are estimated at about $487 per child. In the Vineland program State and Federal funds pay for the consultant costs, the research, and the building costs; the Vineland Public Schools pay for the salaries of aides and teachers, one clerical salary, the snacks, and the busing.

The Vineland Micro-Social Learning Center is funded for a total of 5 years, and the State would like to obtain funds for another 12 centers. At the Vineland Center the plan is, rather than bring a new group of preschoolers into the system, for the present children to continue in the system for their first- and second-grade years. Grade one materials are now being developed. The related content pool consisting of mathematics and science will be begun in grades one and two, and the Progressive Choice Reading method will continue to be woven through the program.

Additional information about the Micro-Social Preschool Learning System can be obtained from:

FOR MORE INFORMATION

Dr. Myron Woolman
6 East 82nd Street
New York, N.Y. 10028
(212) 744-3731 or 744-4038

Visits to the center, preferably in groups, can also be arranged through Dr. Woolman.

Information about the program is contained in the following documents which are also available from this address:

Ruth Cesta, "In Unique Kindergarten Training Tots Get Ready, Set and Hopefully to Go," and Myron Woolman, "The Micro-Social Classroom," reprinted from the *Idea Exchange*, Volume 3, No. 1, October 1969, by permission of the Educational Systems Corp., Washington, D.C.

Helen Movshovitz, "Success Story," *School Board Notes*, New Jersey State Federation of District Boards of Education, May-June 1970, pp. 10-13.

Myron Woolman, *The Micro-Social Pre-School Learning System--The Classroom and the Language Curriculum*

Myron Woolman, "The Micro-Social Learning Method (A Life Simulator Approach to Learning Disorders)," a paper presented to the 94th Annual Meeting of the American Association on Mental Deficiency, May 25-30, 1970.

Audiovisual materials are also available on the program. A 16 mm, 18-minute color film, called "Micro-Social Preschool Learning System," slide presentations of the children, and about 200 professional pictures of the system can be borrowed from Dr. Woolman. Information about the Progressive Choice Reading Method is found in:

Myron Woolman, *The Progressive Choice Reading Program*, Washington, D.C.: The Institute of Educational Research, Office of Economic Opportunity.

Myron Woolman, *Evaluations of the Progressive Choice Reading Method*, Washington, D.C.: The Institute of Educational Research, Office of Economic Opportunity.

A 2-year program that utilizes the Progressive Choice Reading Method is the series entitled *Lift-Off to Reading* available from Science Research Associates, Chicago, Illinois. The series includes books, workbooks, and teacher's manuals.

GPO : 1970 O—409-926

MODEL PROGRAMS--Childhood Education

This is one in a series of 34 descriptive booklets on childhood education programs prepared for the White House Conference on Children, December 1970. Following is a list of the programs and their locations:

The Day Nursery Assn. of Cleveland, Ohio
Neighborhood House Child Care Services, Seattle, Wash.
Behavior Analysis Model of a Follow Through Program, Oraibi, Ariz.
Cross-Cultural Family Center, San Francisco, Calif.
NRO Migrant Child Development Center, Pasco, Wash.
Bilingual Early Childhood Program, San Antonio, Tex.
Santa Monica Children's Centers, Calif.
Exemplary Center for Reading Instruction, Salt Lake City, Utah
Dubnoff School for Educational Therapy, North Hollywood, Calif.
Demonstration Nursery Center for Infants and Toddlers, Greensboro, N.C.
Responsive Environment Model of a Follow Through Program, Goldsboro, N.C.
Center for Early Development and Education, Little Rock, Ark.
DOVACK, Monticello, Fla.
Perceptual Development Center Program, Natchez, Miss.
Appalachia Preschool Education Program, Charleston, W. Va.
Foster Grandparent Program, Nashville, Tenn.
Hartford Early Childhood Program, Conn.
Philadelphia Teacher Center, Pa.
Cognitively Oriented Curriculum, Ypsilanti, Mich.
Mothers' Training Program, Urbana, Ill.
The Micro-Social Preschool Learning System, Vineland, N.J.
Project PLAN, Parkersburg, W. Va.
Interdependent Learner Model of a Follow Through Program, New York, N.Y.
San Jose Police Youth Protection Unit, Calif.
Model Observation Kindergarten, Amherst, Mass.
Boston Public Schools Learning Laboratories, Mass.
Martin Luther King Family Center, Chicago, Ill.
Behavior Principles Structural Model of a Follow Through Program, Dayton, Ohio
University of Hawaii Preschool Language Curriculum, Honolulu, Hawaii
Springfield Avenue Community School, Newark, N.J.
Corrective Reading Program, Wichita, Kans.
New Schools Exchange, Santa Barbara, Calif.
Tacoma Public Schools Early Childhood Program, Wash.
Community Cooperative Nursery School, Menlo Park, Calif.

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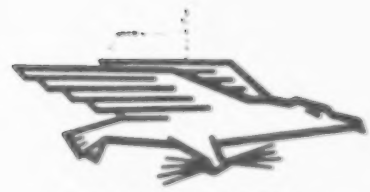

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